

Course Name: Bachelor of Physical Education
Year - IInd (Part-1)
Paper Name - Methods of Physical Education
Topic Name - Lesson: Plans
Topic No. - Section - B
Paper No. - IIIrd
Lecture No. - 6

Lecture Title

The Basics of Lesson Plan

Introduction

Hello and welcome to yet another module on Physical education. Now we will talk about the importance of lesson planning. With a history that spans centuries and roots traceable to the ancient Greeks, physical education is a technique that helps in promoting the physical fitness and well-being of a body. The primary aim of physical education, otherwise known as physical training, is to equip students with the knowledge, skills, capabilities, values, and enthusiasm necessary to the maintenance of a healthy lifestyle into adulthood, regardless of physical ability. Physical education has come to occupy a very important role in most school programs. There are various curriculum models for physical education courses. Such curricula stress the meaning of human movement, physiology of exercise, sport sociology, aesthetic appreciation of movement, and the acquisition of skills. Modern curricula include all of these competencies. The modern physical education curriculum provides students a basic experience in the following activities: aquatics, conditioning activities, gymnastics, individual/dual sports, team sports, and rhythm and dance. All states in the India offer physical education to students in grades pre-nursery to 12th class and many states require the self-contained classroom teacher to implement a physical education program. All curriculum models have the following characteristics: physical activity, by which students will become competent in a variety of, and proficient in a few, physical activities; human movement, in which students will understand and apply principles of human movement to the learning and development of motor skills; fitness; responsible behaviour, wherein students will exhibit responsible personal and social behaviour in physical activity

settings; respect for differences; and benefits of physical activity, by which students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression, and social interaction.

Procedures and components of the curriculum development and appropriate scope and sequence in the physical education curriculum: Both long and short-term planning are important aspects of effective curriculum design. Physical education instructors must make short-term plans (e.g. one day, one week) that maximize learner participation and success. For example, instructors should plan an appropriate variety of activities that will appeal to the varied interests and abilities of the students and promote some level of success for each student. In addition, appropriate rotations of students, planned before each class, allows for maximum participation and limits downtime. Long-term planning (e.g. one month, one unit, or one semester) allows instructors to build a comprehensive, sequential curriculum that promotes the development of student skills, fitness, and knowledge over time. For example, an elementary instructor may plan a sequence of units starting with basic running and jumping skills and ending with the introduction of organized sports activities.

Criteria and procedures for evaluating physical education programs

Evaluation of physical education programs relies heavily on assessment of the progress of individual students. Instructors should compare assessment data to grade equivalency norms to determine where each child is relative to where he should be. However, the instructor should place the most emphasis on evaluating the child relative to past performance. Progress is more important than current achievement. A learning-disabled child might display below average levels of achievement despite having made a great deal of progress. On the other hand, a gifted child might be above grade equivalency norms despite stagnation.

Student and Program evaluations in Physical Education

The Cheffers Adaptation of the Flanders Interaction Analysis System (CAFIAS) and the Academic Learning Time in Physical Education (ALT-PE) are Systematic Analyses that detect continuous and discrete behaviors, actions and interactions, and teaching characteristics. Relating the goals of a systematic analysis to the data obtained during the instructional process can indicate which of the following instructional strategies needs changing:

- The ability of the teacher to question and the time engaged in questioning
- The cognitive response of students
- The time spent on task instruction (rate per minute)
- The number of times task instruction takes place (rate of occurrence)

Instructors can use the following Systematic Observational Evaluations to identify changes that they need to make in events, in duration, in groups, and in self-recording:

- Event Recording (rate-per-minute, rate of occurrence) – counts the number of attempts students have to try a skill and the number of positive teacher-student interactions.
- Duration Recording – measures amount of time teacher spends on instructions, time spent on managing student activities, and time spent managing the participation of students.
- Group Time Sampling/Playcheck Recording – counts the number of students participating in the activity.
- Self-Recording – students sign in their arrival time to class and how many completed tasks they accomplish.

Student assessments that can facilitate changes in instructional strategies include:

- Formal assessments such as win/loss records, written tests, skills tests, performance records, and reviewing videotaped performances.
- Informal assessments such as rating scales, observational performance descriptions, completion of skills checklist, and observational time utilization.

Ways to adapt or modify physical education programs based on evaluation results

Adapting and modifying physical education programs are analogous to modifying individual fitness plans. Modification and adaptation involve identifying areas of strength and weakness from the assessment results and adjusting goals and activities to address the weaknesses. For example, if the students in a particular physical education program score poorly on cardiovascular fitness tests, the instructor should integrate more aerobic activities into the curriculum.

Ways to modify programs and Recommend changes where needed

Personal fitness program design requires careful self-assessment and problem solving. After assessing an individual's fitness level, an instructor can prescribe a personal fitness program. Prescription of a fitness program begins with:

1. identifying the components of fitness that need changing (via assessment)
2. establishing short-term goals
3. developing a plan to meet the established goals
4. keeping records to monitor progress
5. evaluating progress of goals and making changes based on success or failure. For successful programs, formulating new goals changes the personal fitness program to accomplish those new goals. For unsuccessful programs, changing the goals, particularly if the goals were too unrealistic, is appropriate for the individual to make progress and succeed.

In addition, analyzing positive and negative reinforcements may identify barriers preventing an individual's success in his/her personal fitness program. Incorporating periodic, positive rewards for advancing can provide positive reinforcement and encouragement.

Relationships between physical education and other areas of instruction

Physical education is a key component of an interdisciplinary learning approach because it draws from many other curriculum areas. Instructors can relate concepts from the physical sciences, mathematics, natural sciences, social sciences, and kinesiology to physical education activities. Physical science is a term for the branches of science that study non-living systems. However, the term "physical" creates an unintended, arbitrary distinction, since many branches of physical science also study biological phenomena. Topics in physical science such as movement of an object through space and the effect of gravity on moving objects are of great relevance to physical education. Physical sciences allow us to determine the limits of physical activities. Mathematics is the search for fundamental truths in pattern, quantity, and change. Examples of mathematical applications in sport include measuring speed, momentum, and height of objects; measuring distances and weights; scorekeeping; and statistical computations. Physical educators must have a strong, working knowledge of specific disabilities and how they affect a student's ability to learn. When working with mentally retarded students, instructors should emphasize progressive gross motor movement. Teacher instruction should focus on

demonstration rather than oral explanation. Instructors should reward the student's effort. Additionally, the practice period for handicapped students is short to alleviate boredom and aggravation. Instructors should also make modifications for the visually impaired student. Lesson planning for visually impaired student should focus on individual movement activities. The physical educator should use a whistle or loud verbal cues in class. If the visually impaired student has some residual eyesight, the teacher might have the student utilize a brightly colored ball against a contrasting backdrop. When working with hearing impaired students, the physical education teacher should use visual cues. The instructor or other students must read all written instructions aloud. During all stages of instruction, the hearing impaired student should be close to the teacher. If a student with an orthopedic disability is present in class, the teacher's lesson plans should focus on individual and dual sports to maximize the student's chance of success. Lastly, instructors may need to make modifications for students with emotional disabilities. Students with emotional disabilities can succeed in a stable, organized setting. The teacher should praise individual student accomplishments. In order to avoid or minimize student behavior disruptions, the instructor should clearly identify and consistently enforce rules and expectations. Finally, when working with a student with any given disability, it is crucial that the physical education teacher follows the physician's instructions. Instructors may also need to modify instructional methods to accommodate students from diverse cultural and linguistic backgrounds. When working with students from diverse cultural backgrounds, the physical educator should understand the cultural values and norms of the culture from which the students originate. When delivering instruction, the teacher should highlight information regarding participation in the activity. Often English is not the primary language for students from diverse cultural backgrounds. When working with students who utilize English as their second language, teachers should repeat instructions a number of times. The teacher should have knowledge of basic words relating to physical education in the language of the students present in class. The teacher should use precise English and avoid slang. During skill practice, the teacher could pair the student with others that might help them in their skill development. Finally, it is important that the teacher knows how to pronounce all students' names properly, especially the names of students from a diverse cultural background.

Appropriate Activities and Adaptations for students with limitations

Appropriate activities are those activities in which handicapped students can successfully participate. Adaptations include individualized instruction and modified rules, modified environment, and modified tasks. As needs warrant, instructors can move participants to less restrictive environments. Instructors can also initiate periodic assessments to advance a student's placement, review progress, and determine what the least restrictive environment is for each participant (including changing services to produce future optimum progress). However, the most appropriate placement depends on meeting the physical education needs, both educational and social, of the handicapped student.

Functional Adaptations

Instructors can provide blind students with auditory or tactile clues to help them find objects or to position their bodies in the activity area. Blind students also can learn the patterns of movement by manually mimicking the correct patterns or by verbal instructions. Deaf students can read lips or learn signing to communicate and understand instructions. Physically challenged students may have to use crutches to enable them to move. Asthmatics can play goalie or similar positions requiring less cardio-respiratory demands. Simplifying rules can accommodate a retarded participant's limited comprehension.

Adapting selected Activities

Walking: adapt distance, distance over time, and number of steps in specified distance; provide handrails for support; change slope for incline walking; and change width of walking pathway.

Stair climbing: change pathway, pace of climbing, and number and height of steps.

Running: change distance over time, use an incline-changing slope (distance over time), and form a maze (distance over time).

Jumping: change distance and height of jump, change distance in a series and from a platform, change participants' arm positions.

Hopping: change distance for one and two hops (using preferred and nonpreferred leg) and distance through obstacle course.

Gallop: change number of gallops over distance, change distance covered in number of gallops, and widen pathway.

Skipping: change number of errorless skips, change distance covered in number of skips, change number of skips in distance, and add music for skipping in rhythm.

Leaping: change distance and height of leaps.

Bouncing balls: change size of ball (larger), have participant use two hands, reduce number of dribbles, bounce ball higher, have participant stand stationary and perform bounces one at a time.

Final Remarks and Conclusion

In general, teachers may need to modify instructional methods to accommodate students who have disabilities and participate in a physical education class. The physical educator should ensure that students with disabilities should understand the purpose of the lesson before the activity begins. The teacher should design lesson plans that include alternate activities in the event that the originally planned activity does not work well for student with disabilities.

Teachers should not place students with disabilities in activities where they have no chance of success. For example, teachers should avoid elimination games. The physical educator should praise minor displays of progress and achievement. The teacher should work with student(s) who have disabilities to set achievable goals, since goal attainment is a wonderful motivator.

Now we come to the conclusion of this episode. So we have discussed the various techniques of imparting training to physical education students especially those with some sort of disabilities also. This will give a basic idea about how one should go about in preparing the lecture module or the training module for the students. I hope this was something which was useful in terms of information for all of you. Thank you so much for watching.